

Eyes. - 2 p. Cda

# The Alberta School

A Magazine for Classroom Service

Vol 1 #6 ?

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# Better Millinery

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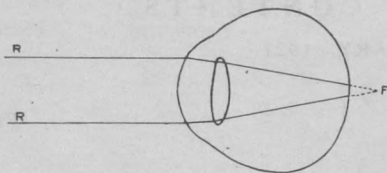
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LILA THAIN McCONACHIE

## OUR EYES

Now that we have explained that Myopia or Shortsightedness is caused by the eye being too long, it will be easily understood that **Hyperopia** or (Far-Sightedness) is a condition in which the eye-ball is too short. As you

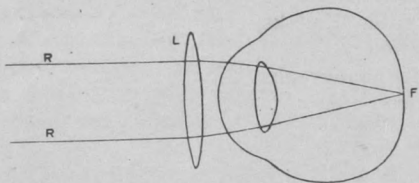


can see in diagram No. 4, the rays of light (RR) instead of focusing on the retina, where they should, tend to focus behind the retina at F, causing the image on the retina (AA) to appear blurred and indistinct.

People are often first made aware of the presence of this defect by headaches. In very young children farsightedness exists as a natural condition of the eye. It should disappear as a normal eye develops.

By abnormal use of the function of accommodation (which will be explained in a later lesson) many farsighted persons obtain keen vision. This forced function of the accommodation requires an abnormal expenditure of nerve energy which makes itself felt in a variety of ways. Headaches, frowning, squinting, nervousness, nausea, pain in and around the eyes are a few of the many symptoms which are caused by this condition.

Since as explained above good vision generally exists with this defect it very often is not recognized and people afflicted with it resort to all kinds of treatments and medicines to cure these ailments without avail.



As shown in the accompanying diagram No. 5, Hyperopia is corrected by placing a convex lens (L) of the required strength in front of the eye. A convex lens has the property of bending the rays of light toward each other; (i.e. converging them).

The defect of the eye is therefore compensated for by the lens increasing the convergence of the rays (RR) so that they are brought to a focus on the retina at F, thus restoring normal vision.

These lessons are inserted by the following registered Optometrists of the city of Edmonton:—

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EDMONTON, ALBERTA



## EDITORIAL

### "PAINLESS" EDUCATION

In a recent address to the U.F.A. Convention at Edmonton, Miss Agnes McPhail, M.P., speaking on "Education", strongly criticized our present-day school curriculum and methods of instruction on the ground that our pupils have no real interest in school work, and acquire no intellectual initiative. These two defects in the product of our schools, she thinks, condemn to a great extent the whole system. In her opinion, the curriculum of today is out of touch with the immediate needs and experiences of the child. It has no real contact with life. The child lives only when he is outside of the schoolroom. Within, he exists merely, like the gibbering ghosts in the dark and gloomy palace of Pluto, or in the wan and bloomless garden of Proserpine.

Is this criticism just? Can the irk be taken out of school work? Can education be made "painless?" To this question, as to all others concerning education, our answer will depend on what we conceive to be the meaning and purpose of education.

Man is not a precocious animal. He comes into this "wale of tears", as Sary Gamp would say, in a state of helpless dependence. His survival is effected by a number of factors, which are collectively denominated "education", in the broadest sense of that term; that is, the unsystematic education imposed on him by his immediate environment, the more formal education imposed by his parents and family group, and the completely formal education imposed by the community or by the state.

He is equipped at birth with a neural mechanism capable to making certain simple responses to the stimuli of his environment. Within a very short time after birth he begins to acquire certain complexes of the simple responses—"behavior patterns", as they are called—which are of two kinds: reflex or instinctive impulsives, and habits mediated by intelligence. Many of these instinctive impulses, and some of the early habits, are useless, and even harmful, or anti-social. These it is the business of formal education to weed out, or perhaps rather to repress, or sublimate. The nearer formal education begins to the cradle, the more effective it will be. On its positive side, formal education aims to speed up the process of acquiring effective responses, by superseding "trial-and-error" learning. For if acquired characters were transmitted to any great extent by neural heredity, there would be no need for formal education. But since they are not so transmitted, and since "trial-and-error" learning is very slow and uncertain, human society

has evolved a system of formal education based on social heredity, by means of which a controlled environment, or social milieu, is substituted for an uncontrolled environment, and systematic learning takes the place of learning by "trial and error".

If the foregoing is a sound statement of the basis of formal education, certain deductions can be made with but little hesitation:—

1. The most important stage in education may not be that of the public school. Psychologists are working on this problem by means of "pre-kindergarten" classes of children from two to five years of age. In this stage, it is thought, the child acquires the greater number of those habit mechanisms upon which his life success will ultimately depend. Intelligence is by no means the only condition that determines the after life. As Freud and his school have shown, an emotional trauma or a fear neurosis, may ruin for a child his whole career.

2. In the same way, the classroom may account for a relatively small part of the education of an individual. In any given case, the limit of effectiveness may depend on many factors, the greater number of which are not under the control of the classroom teacher. It is easy to expect too much from the school. Furthermore, equality of educational opportunity requires more than a merely nominal equality of classroom opportunity. There must be equal social and equal economic opportunity as well. This point has been clearly shown by Walter Lippmann, and by Professor John Dewey.

3. Formal education is valid only so long as it is effective. Here, as in the case of many another social or economic institution, there is a "law of diminishing returns". The effectiveness of formal education diminishes rapidly as the end of the period of adolescence approaches. By that time, or even before, the normal individual will have learned to make all the responses that are common to the members of his social group. Thereafter, formal education, to be effective, must be passed over to the less artificial environment of vocational schools, probably on a part-time basis. Where this transfer is not made, we have the all too common yet sorry spectacle of secondary schools in which is made a futile effort to impart a purely honorific learning—or "culture", so-called—for the sole purpose of conferring social status.

How then shall we answer Miss McPhail's criticisms? In the first case, by the simple statement that no system of education can be "painless": for every system of education is a form of social control. Education is in essence the curbing and directing of impulses, and controlled impulses are primarily disagreeable. This disagreeable tone of controlled responses may be minimized by special procedures, as is perhaps the case in the Russian system. Nevertheless,



it cannot be eliminated. "Educated" adults, even, do not take kindly to new forms of social control: witness the difficulty in enforcing health regulations, or traffic laws. Then why should we expect children to find the procedures of a classroom either palatable or pleasurable? Paderewski, no doubt, mastered his five-finger exercises with great gusto. Charles M. Russell, the cowboy artist, was wholly untutored in the technique of oils; probably he never knew how he acquired his brilliant craftsmanship. But with ordinary clods, the case is far, far different.

In the second place, it may be quite fair to say with Miss McPhail that our higher public-school grades and our junior high-school grades are composed mainly of pupils who lack both interest in school work and intellectual initiative; and likewise to attribute this deficiency to the want of any connection between the work of the curriculum and the activities of real life. If such an indictment is true, the facts are not to be marvelled at. They are rather, as we have shown above, to be expected in any system of formal education as the limit of adolescence is approached. The remedy, as Miss McPhail suggests, is to be found in the establishment of vocational schools—agricultural schools, commercial schools, industrial schools and technical schools.

But no sooner have we said this than we are confronted immediately with a long array of practical difficulties:—

Do the farmers, and artisans, and industrialists, really want such schools?

If so, are they prepared to provide as groups for the cost, or do they expect the state to pay for all? Is it feasible in a young and undeveloped province such as Alberta, to provide training for those vocations for which there is no immediate prospect of economic opportunity?

Perhaps, then, we should not expect more of our schools under present economic conditions. Certain it is that there is a limit of effectiveness in schooling teenage boys and girls. For the school is merely an educational machine; and, like other machines, it will not work at maximum efficiency at all times, and under all conditions.

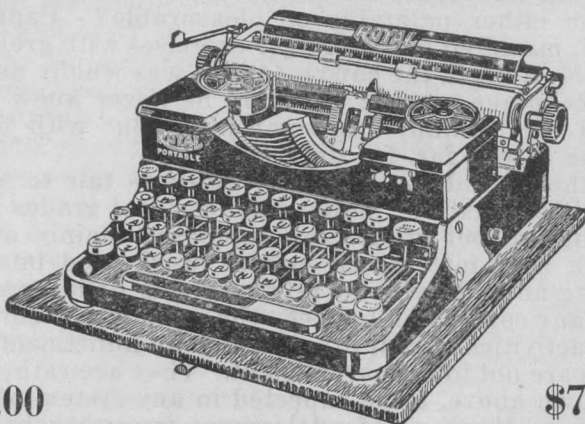
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## The Monthly Outline

### FEBRUARY

#### GRADE VIII.

Arithmetic:—Commercial Forms (Cheques, Notes, Receipts, Accounts). Review of denominate numbers, chiefly in relation to commercial problems, such as valuing loads of coal and grain, lumber, and estimating costs of excavating, building, and the like.

Literature:—A Day With Sir Roger, I Vow to Thee, The Mounted Police.

Supplementary Reading:—Merchant of Venice, Continuation Scene by Scene, discussion and written summaries for practice in composition.

Oral Reading:—The Lotus Eaters. Memorize "I Vow to Thee."

Silent Reading:—The Deacon's Masterpiece.

Composition:—Review the uses of the comma. Study the Latin and Greek prefixes of the list in the Course. Exercises in paraphrasing poetry. Correction of errors in English.

Grammar:—Detailed analysis and general analysis of compound sentences, and of simple sentences having compound subjects and predicates. Practice in selection of subordinate clauses and giving the kind and relation of each. Parsing of nouns, pronouns, and adjectives. The verb: Kinds, Agreement, Principal parts, Voice. Parsing of verbs.

History:—The Great War. Commence sec. 6, page 142. Civics: Sec. (e).

Agriculture:—As in the lessons of this issue.

Geography:—British Empire in the South Seas and Australia.

Hygiene:—Disease Germs as in the Course of Studies.

Spelling:—Five words a day from second term list and dictation.

#### GRADE VII.

Arithmetic:—Percentage—used as decimals and as fractions. Problems involving percentage.

Silent Reading:—Evangeline.

Oral Reading:—The Pipes of Lucknow.

Literature:—Columbus Discovers Land.

Memorize:—England—Richard II.

Conclusion:—Planning by outlines (Introduction, Body, Conclusion). Improvement of sentences found in class essays. Giving synonyms for unusual words. Give two uses of the apostrophe. Use the words of the spelling list in sentences.

Grammar:—Adjective: definition, uses, degrees, the articles. Review.

Spelling:—As in previous month and reviews.

Citizenship and History: As in the lessons of this issue.

Geography:—Finish the European countries as per outline, page 51.

Hygiene:—The Special Senses.

Agriculture:—Combined with Grade VIII. See the lessons of this issue.

Writing:—Writing of a sentence of page width and repeating for neatness of form and tabulation.

#### GRADE VI.

Arithmetic:—Volumes using problems with fractions. Review areas and simple commercial problems in valuing and estimating, etc.

Literature:—The Torch of Life.

Memorization:—Kitchener.

Oral Reading:—Horatius.

Dramatization:—Oliver Cromwell at Home.

Supplementary Reading:—A Legend of Qu'Appelle.

Silent Reading:—The Burning of Moscow.

Composition:—As in the lessons of this issue.

Spelling:—As in previous months.



Citizenship:—The Tudor Period. Civics: Family, school, and church.  
 Nature Study:—As in the lessons of this issue.  
 Geography:—Complete the Provinces.  
 Hygiene:—Complete Respiration.  
 Writing:—k, f, g, j, M, N, Q, U, \$, c.

#### GRADE V.

Arithmetic:—Units of time, miscellaneous tables, cents, quarters, half-dollars, and dollars. Reduction, addition, subtraction, and multiplication.  
 Reading and Literature:—Gluck, A Farewell, All the World. (Memorize).  
 Oral Reading:—Treasure Valley. The Song My Paddle Sings.  
 Silent Reading:—An Adjudged Case. Laws of the Land.  
 Story Telling:—William Tell.  
 Composition:—Review the 25 words of December. Paragraph work to be stressed both in isolated and in related paragraphs.  
 Spelling:—As in January.  
 Citizenship and History:—As in the lessons of this issue.  
 Writing:—Repeat the exercises of the first term.  
 Nature Study:—Relationship of animals to man as in the course.

#### GRADE IV.

Arithmetic:—Long division continued with checks by multiplication. Multiplication continued with checks. Teach ounces, pounds and tons, and give problems involving these. Rapid calculation of numbers of two figures into five figures.  
 Silent Reading:—Captain Cook. A Norman.  
 Oral Reading:—The Miller of the Dee. Billy Topsail. A Ride for Life.  
 Literature:—Song of the Bow. David and Goliath.  
 Memorize:—The Hare.  
 Supplementary Reading:—Robin Hood.  
 Composition:—Dictionary. Exercises in giving synonyms. Same word as noun, verb, adjective, etc. Compositions of five or six sentences, some of them complex.  
 Spelling:—As in January.  
 Nature Study and Elementary Science:—Two of the wild animals—deer, moose, caribou, mountain sheep or goat. Two birds of winter. The story of sugar and tea.  
 Hygiene:—Lessons on safety at theatres, on streets, etc.  
 Citizenship:—Stories of Patience. History talks on Indians. Discuss Law in class and community.  
 Writing:—Repeat first term exercises.

#### GRADE III.

Arithmetic:—Complete the multiplication tables 9 and 7 times. Short division of numbers of one digit into two. Problems.  
 Literature:—The House in the Woods.  
 Memory:—Dust Under the Rug.  
 Stories:—Pappa's Song. Verses from the Pied Piper.  
 Reader:—Pages 135-160.  
 Supplementary Reader:—Play Awhile of similar book.  
 Composition:—Stories of three pictures. Conversation Lessons. Vary the telling of stories. Make a play from a story. Illustrate a proverb. Using descriptive words in sentences.  
 Spelling:—As in January.  
 Citizenship.—Invitations. St. Valentine's Day. Responsibility. Justice. Stories.  
 Elementary Science:—Bear, gopher, rabbit, fox, mink, prairie chicken in winter. Thermometer. Weather recording. Uses of trees and animals. Study prairie chicken and gopher. Forms of land and water.  
 Writing:—Repetition of the work of the first term.  
 Hygiene:—Correct breathing. Sleep. Ventilation. Winter clothing.

## GRADE II.

Arithmetic:—Add and subtract 5 to each number. Teach time: hour, half-hour, quarter-hour, minute, day, week.

Reading:—Oral: The Brown Thrush, King Solomon and the Bees. Silent: An Outdoor Circus.

Memorization:—Windy Nights. Pussy Willow.

Literature:—Epaminondas. Samson, the Strong Man.

Composition:—Dramatize Noah and the Ark. Reproduction of How the Robin Got His Red Breast.

Spelling:—Page 100 Course of Studies. 45 words beginning at "baby". Two word families. Dictation.

Citizenship:—Valentine's Day. Dramatize 3 and 4 page 129 of the Course.

Writing:—Capitals F, T, I, L, D.

Elementary Science:—Plant seeds collected in fall and watch growth. Winter fishing stories. Weather calendar, direction of wind, and record of cold days. The Milky Way. Northern Lights. Cardinal Points.

## GRADE I.

Arithmetic:—Counting by twos to twenty. Formal teaching of combinations and separations. Doubles. Writing and reading to 50. One more than and one less than given numbers.

Reading:—Review Primer. Phonics: Long sound of vowels, a, e, i, o, u, ow, wa, all, or, wi, ir.

Literature:—Memorize: What is Pink. Who Has Seen the Wind. What Does the Bee Do? and two others. Retelling and dramatization of parts of The Three Pigs, and The Wind and The Sun.

Writing:—Teach j, g, q, y, I. Writing of sentences. Stories of children in winter in other lands. Calendar Observations. Frost and snowflakes. Domestic animals and wild animals in winter.

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## History—Grade V.

By Mary Crawford, B.A., Instructor in History, Victoria High School  
Edmonton.

### FIGHTING BETWEEN THE EARLY SETTLERS AND THE INDIANS: LOUIS RIEL AND THE REBELLIONS

#### LESSON 1.

#### THE SITUATION BEFORE 1870—INTRODUCTION

As we have already observed in the chapters on Indian Life, on Missionary Enterprise, and on the Rival Fur-Trading Companies, the native tribes of the North-west were, in the early days, glad to have the white men in their country. For their services as guides they received abundant reward; the posts of the trading companies offered them splendid market for their furs; moreover, they obtained through the Companies and their officials, firearms with which to kill the animals, and many articles of food and clothing unknown to them before. **Whenever clashes occurred between the white and the red men, they were due to misunderstandings, to fire-water, for which the traders were responsible, or to the warfare between the companies previous to their union in 1821. For nearly fifty years after that date all was quiet in the west; and when once more there were troubles with the Indian, the responsibility lay on the white men and particularly on the Canadian Government.**

#### THE RED RIVER SETTLEMENT—1821-1869

In fifty years the district of Assiniboia (or, as it was popularly called, the Red River Settlement), had struggled into prosperity. The population had grown to between **twelve and thirteen thousand**. It consisted of three classes; the officials and servants of the Hudson's Bay Company, the Selkirk settlers, and the French half-breeds. After the stormy period when the settlers paid the price in suffering and ejection for the conflict between the rival trading companies, they were all glad to settle down and live at peace with one another.

**Life in the colony was simple.** No one seemed unduly anxious to make money. The old settlers were satisfied if they could secure homes and have the advantage of church and school for their children. Once they had secured land and reduced it to a state of cultivation, they contented themselves with **raising crops and attending to their flocks**. The summers were filled with their haymaking and harvesting; but the winters, except for the feeding of stock, afforded more time for education and social life. **The church was the community centre** and the missionaries of the different denominations played an important part in



making the people of the little colony, law-abiding, honest, God-fearing people.

Their **business life** was characterized by **honest, and straight-forward dealing**. The village of Winnipeg in the vicinity of Upper Fort Garry, was growing rapidly, and already in 1869 contained eight stores for trading with the settlers and outfitting the half-breeds for the Indian trade. The exchange of goods was carried on in primitive fashion. There were no banks and no promissory notes—on the latter they would have looked as on something implying distrust in a man's word of honour. There was no clamorous competition between storekeepers to attract customers from each other, no smiling clerks waited to persuade you of the superiority of their goods. If you went to a store to buy, you were free to wander around until you found what you wanted. No wrapping-paper was used, you had to bring a bag with you.

At first, there was little need for law or law-enforcement in the colony: the settlers prospered through wholesome co-operation; the more restless element of the population, the hunters and traders, went their carefree adventurous way, making a good living and doing little harm to anyone. The disturbances which occurred from time to time arose chiefly from the acts of a few men, and were not countenanced by the community at large. But as the population grew and something more was required, Sir George Simpson, the governor of the Hudson's Bay Company, undertook the task. In 1835 he secured the appointment of the "**Council of Assiniboia**", consisting of himself as president and fifteen influential members of the colony as councillors. They organized a **volunteer force**; divided the country into **judicial districts**, with a justice of the peace in charge of each; made provision for a court-house and a jail; and arranged for some duties on goods as taxes to pay the expenses of government. Under this system all went well with the Red River Colony. But not for long. Even the outside world began to take an interest in them and they were to experience another decade or more of troublous times before peace and order were restored.

#### CANADA TAKES OVER THE NORTH-WEST—1869

Meanwhile, in the East, matters had been ripening for Confederation. For twenty years, since the Act of Union, 1841, statesmen in Canada had been wrestling with the problem of carrying on a government in which the French and English were equally represented. Lack of communication between Upper and Lower Canada and with the Maritime Provinces made good trade relations impossible and many advocated annexation to the United States as the only solution for the commercial problem. The American people were rapidly moving westward south of the international boundary establishing permanent settlements. The points, known today as St. Paul and Chicago, were already

flourishing towns which were beginning to do business with the people on the Red River. It is no wonder that the Canadian government realized that **if they were to keep this western territory under the British Crown, they must fill it up with settlers and connect it up with the British Colony on the Pacific Coast.** The Hudson's Bay Company was not making any progress in the matter of colonization. No doubt, their chief interest was the fur trade, but it might be said in their defence that at the time the obstacles to settlement were almost insurmountable. The Red River valley was situated in the centre of the continent, one thousand miles away in any direction from settled districts. The importation of settlers, agricultural implements and other necessities was very expensive; while, on the other hand, because of cost of transportation to markets it would be impossible to sell their exports in competition with other producers more favorably situated. The Hudson's Bay Company realized their limitations and frankly admitted that **no less a body than a united Canada could administer so large a territory** and finance the construction of the necessary railroads.

These considerations led the two political opponents John A. Macdonald and George Brown to join forces in an effort to confederate the British Colonies in North America. Once this task was accomplished in 1867, no time was lost by eastern statesmen in reaching out for the great lone land towards the setting sun. The Hon. William Macdougall, who had been taken into the first Dominion Cabinet on the agreement that he should see the whole thing through, was sent to England to get the **Imperial Government to induce the Hudson's Bay Company to give up their claims.** This was not difficult. The Company, realizing the impossibility of continuing their control of the changing situation, were glad to be rid of the responsibility so that they could adapt their business to new conditions. In the spring of **1869, the Company surrendered their rights in the North-west** to the Imperial Government for 300,000 pounds, 50,000 acres of land around their trading posts, and one-twentieth of the land lying south of the north branch of the Saskatchewan River. The Imperial Government agreed to transfer the vast territory to Canada, which, in turn, undertook to conserve the rights of the people in the area thus added to the Dominion.

## LESSON 2.

### THE RED RIVER REBELLION

#### Causes:

While negotiations were going on **preceding** the preliminary to the transfer of the North-west to the Canadian government, **no notice was given to the people of the Red River of what was likely to take place,** much less were they consulted as to what form of government the settlers, half-breeds and servants of the company would prefer. In this

the Imperial Government, Hudson's Bay Company and the Canadian Government were equally high-handed and short-sighted. Had the Hudson's Bay Company directors in England explained to their Governor, Mr. McTavish, on the Red River that they were giving up political control in the Northwest and that they wished him to co-operate with Canadian Government officials who were to take on that responsibility a great deal of trouble might have been avoided, for the settlers would have understood the situation from the first.

It is true, that owing to lack of railroads and telegraph service and irregularity of mails, communication was slow and difficult. But it would have been the part of wisdom for the officials to keep the people informed of the facts. As it was, they usually received information first as vague rumors from unofficial sources.

**Any suggestion of a change of government was bound to fill them with alarm.** These people knew little of Canada and still relied on the protection of her Majesty's Government in Britain. It is true, some slight connection had been established with the East. Sons of the wealthier of the traders and farmers had gone to Canada to attend the higher institutions of learning and had come back with the idea of one government for British North America. A newspaper had also been started, "**The Nor'Wester**", under the editorship of an aggressive young Canadian, Dr. John Schultz. This paper expressed the desire of the small group of Canadians on the Red River that the Hudson's Bay Company should be ousted and a tide of new life directed to the Red River from the East. But this was but the opinion of a few who had not made a very good impression in the district and the old settlers were disposed to ignore them. Think then of the effect on these simple-minded folks when they suddenly realized that after long years of undisputed possession of large privileges on the great areas around them, **limitations were to be put upon them by strangers, who, driving stakes here and there, barred the old ways and the old fields.**

What happened is this. The agreement was made in the spring of 1869. It was expected that the purchase money would be paid on October 1st, and that on December 1st the Queen's Proclamation would issue setting forth the date of the actual transfer to Canada. But so eager were the members of the Canadian government to get their hands on the country that in the summer of 1868, a year before the agreement was made, **engineers were sent out to begin laying out townships** and make a general survey of the country. They reported back that there would probably be strong objection from the half-breeds; but in reply they were ordered to proceed. The existing farms almost all took the form of river lots of narrow frontage and a couple of miles in depth. These could not be made to fit in with



the **new plan of surveying the country** into sections as we have it today, and in consequence the settlers feared they would lose their holdings. When they protested to the surveyors they were answered in domineering and arrogant terms.

Then followed an orgy of land-grabbing. Men from Britain, Canada and the United States began to arrive and cast their eyes about for the fairest and most convenient portions of the territory where they might "stake a claim", avoiding only what was the actual property of the old settlers. They cut a furrow around a parcel of land, then drove stakes at intervals in the ground inscribed with the claimant's name. Hundreds of acres were "staked off" in this manner, Dr. Schultz being one of the most eager to acquire land. To cap all, **a governor, the Hon. Wm. Macdougall, was despatched to the Red River before the Hudson's Bay Company was officially set aside by a Queen's Proclamation**, which would have been instantly recognized by all classes of the community.

The settlers, half-breeds and Company's servants all **feared for their lands**. In the agreement by which in 1811 Lord Selkirk obtained possession of 116,000 square miles, there was a clause stating that one-tenth of that was to be set aside for the servants of the Hudson's Bay Company. After the death of Selkirk, his estate was administered for a number of years by his executors, who finally turned it over to the Company. The half-breeds and colonists felt it had been the will of the Earl that the lands on which he had settled them should be theirs. But neither they nor the servants had anything to prove their rights and the fear spread among them that they would lose their lands which they had come to consider their rightful possession.

#### LOUIS RIEL TAKES THE LEAD

The Selkirk settlers, however, perplexed at the procedure, had confidence that the Canadian authorities would ultimately do justice to their claims, and so waited patiently. Not so the half-breeds; fiery, easily excited, led by Louis Riel, they were **soon in open rebellion against the Canadian Government**. Riel was the son of a miller at St. Boniface. He was given the advantage of an education at Laval University, and when he returned to the Red River colony with all the prestige that education in the East gave in those days, he found the occasion ripe for the kind of leadership he most desired.

#### HOSTILE ACTS

The rebels, incited by the fiery speeches of Riel, had been organizing for some time, but they made no move until they heard that the Hon. Wm. Macdougall was approaching the colony from the south. They gathered about four hundred men at St. Norbert on the Red River, south of Fort Garry; **erected a fence across the trail by which the new**

**governor would approach the fort;** took up their headquarters in the house of the parish priest; and established a council with John Bruce as president, and Louis Riel, the moving spirit, as secretary. Then they sent a messenger to Governor Macdougall ordering him not to enter the district without the consent of this "**National Committee**". A few days later, a mounted troop forced Mr. Macdougall to withdraw from British territory. He, having no choice but to obey, recrossed the boundary line into the State of Dakota, there to await further orders from the Dominion Government. Riel and his committee of half-breeds had determined not to permit the Canadian Government to take control on the Red River until they had satisfied the people of that district that they would not be dispossessed of their lands. Unfortunately, at this time Governor McTavish of the Hudson's Bay Company, was ill in bed, Archbishop Tache, who was so influential with the half-breeds, was in Rome, and there was no one to check the rash leader, Louis Riel.

#### RIEL IN CONTROL

Meanwhile winter was coming on and the rebels began to look around for more comfortable quarters. On November the 3rd they **rode down to Fort Garry** and in spite of the protest of the company's officials, **took possession of it with all its stores of arms and ammunition**, and abundant supplies. Riel had seized the furniture which Governor Macdougall was bringing for Government House; this he proceeded to use for his own apartments. No one in the settlement interfered with him for though he had the support of only a small portion of the half-breeds, he had all the arms and stores. **Moreover, the settlers had no desire to quarrel with any one**, so when Colonel Dennis, who had come out with Governor Macdougall, tried to raise a force among them to bring in the new governor, they answered that the character of the new government had been settled without consulting them and they thought the "Dominion should assume the responsibility of establishing what it and it alone decided upon".

#### MACDOUGALL'S PROCLAMATION

As mentioned before, it had been expected that on the 1st of December the new territory would have been formally transferred to Canada by the Imperial Government. **Mr. Macdougall received no information to the contrary.** So, on that date, **he issued a proclamation** in the Queen's name, appointing himself as Governor, and another, signed by himself as Governor, appointing Colonel Dennis his deputy within the territory, with power to raise and equip a force wherewith to suppress the rebellion. At this, Riel simply laughed. Someone was keeping him informed of what was going on at Ottawa, for he knew that the Canadian Government had refused to pay over the money and take over the

country until the Hudson's Bay Company and the Imperial Government had settled the disturbance in the Colony.

#### THE "FRIENDS OF CANADA"

The settlers did not now know whom to believe so they remained silent. But the small group of recent comers from Canada, to whom reference was made above, were active against Riel. Forty-five of them tried to protect some Canadian government supplies stored in a building belonging to Dr. Schultz. Riel, who claimed that they were assembling to attack him, advanced upon them with about three hundred rebels, seized the supplies, and took the leaders as prisoners to Fort Garry. Dr. Schultz escaped by letting himself down from a window with a rope made from cutting a buffalo robe in strips. He was kept concealed for a few days in the house of a friend, then in disguise made his way out of the danger zone and proceeded on foot to Canada. The other prisoners remained at the fort.

#### DONALD A. SMITH IS SENT TO THE RED RIVER

Meanwhile, the authorities of the Company had awakened to the seriousness of the situation. **Donald Smith**, for years a Hudson's Bay factor in Labrador, was appointed as General Manager of the Company in North America. The **Canadian Government** asked him to act as their **Commissioner** to investigate and report on the best way to settle the trouble in the Red River Colony. With papers in his possession, indicating his joint authority, he set out for the West early in December, arriving at the Fort on the 27th. Riel detained him almost as a prisoner, but his secretary, Mr. Hardisty, was allowed to go freely among the settlers. Riel and his "Provisional Government", which was the only authority then in the district, agreed to summon a meeting of the settlers at which Smith might read his papers and explain his commission.

#### THE OPEN AIR MEETING—THE QUEEN'S MESSAGE

About a thousand people assembled in the open air inside Fort Garry on January 19th, to hear Mr. Smith. The thermometer stood at twenty-five below zero; but they were a hardy lot and so keen was their interest in the proceedings, that they forgot the cold. Mr. Smith refused to stand under the ensign of the rebel government, and so the Union Jack was raised. He read the order of the Governor-General, appointing him Commissioner, and also a **cablegram from Queen Victoria** to the Governor-General which is in part as follows: "The Queen has heard with surprise and regret that certain misguided persons have banded together to oppose by force the entry of our future Lieutenant-Governor (Mr. Macdougall) into our territory in Red River. Her Majesty does not distrust the loyalty of her subjects in that settlement, and can only ascribe to misunderstanding and



misrepresentation their opposition to a change planned for their advantage.

"She relies on your government to use every effort to explain whatever misunderstanding may have arisen—to ascertain their wants and conciliate the goodwill of the people. . . . She authorizes you to signify to them her expectation that if any parties have desires to express and complaints to make, they will address themselves to the Governor-General of Canada."

This message made a good impression. They agreed the next day to call a convention on January 25th, consisting of twenty each from the English and French populations to consider the matters brought forward by Mr. Smith and to decide what would be best for the country.

#### THE CONVENTION: THE BILL OF RIGHTS

This Convention of the elected representatives of the people was in session for three weeks. It discussed almost every possible phase of the country's future. At times the discussions were stormy, owing to Riel's determination to ignore the Hudson's Bay Company's interests. Finally an elaborate **Bill of Rights** was framed embracing the **chief demands of the people**. Mr. Smith received it favorably, and at his request, **three delegates were appointed to go to Ottawa and confer with the Government**.

Then Riel asked the delegates to authorize him to continue the government he had organized. The English representatives hesitated. When Riel pressed the point they sought the advice of Governor McTavish of the Company. He was very ill, almost at the point of death, but he advised them to agree to "form a government of some kind and restore peace and order in the country". The majority were English, who formed to control matters until Canada would get hold; but Riel remained as President and virtual dictator.

#### LESSON 3.

##### THE CLASH AND SETTLEMENT—A SERIOUS BLUNDER

When the Convention adjourned on the 11th of February, 1870, it looked as if peace was at hand, and there was rejoicing on all sides. Most of the prisoners were released. Then **a most uncalled for move was made against Riel**, causing him to strike back rashly. A body of settlers at Portage la Prairie, up the Assiniboine River, angered at the delay in releasing the prisoners, and resentful of the control of the Provisional Government, started on the march to Kildonan, intending to enlist the settlers on the Red River against Riel. On the way down several houses of Riel's friends were searched for the rebel leader, and though some said they only wanted him as a hostage, others said they would make short work of him. At news of this Riel got into a violent rage. Many of his men who had left for their homes were summoned back by runners and soon Fort

Garry was garrisoned by six or seven hundred well-armed men.

The attacking party was no match for Riel's supporters. They themselves were poorly armed, and they could get no support from the settlers. Messages passed between them and Fort Garry. They were granted liberty to return quietly to their homes and the promise that the prisoners still held would be released. Accordingly, they set out in different directions to their farms.

#### RIEL'S RASH ACT

Whatever the reason was for what followed has never been made quite clear. A small group of men making their way to their homes across the deep snow of the prairie were **stopped by a band of armed men and told Riel wished to see them at the Fort.** They had no choice but to go quietly. They were thrust into prison and several were sentenced to be shot. The members of the Provisional Government interceded with Riel on behalf of the prisoners, and he finally agreed to spare their lives.

There was a sullen feeling of unrest in the country and a growing discontent with the rule of this dictator who had no respect for the British ideas in regard to the liberty of the subject. It may have been that Riel felt this and determined to change it by a desperate remedy. At any rate, he broke his word regarding the prisoners and **ordered one of them, Thomas Scott, to be shot.** Without any trial, and in spite of the protests of many of the leading citizens, on March 4th the execution was carried out.

#### CANADA TAKES ACTION

The report of the murder of Thomas Scott rang through Eastern Canada like an alarm bell. All sections of the people, especially the Orangemen, were loud in their demands for redress. The newspapers took up the cry. Men offered themselves for service to go out and put down the rebels with a strong hand. Had they been half so insistent that the Red River people be given consideration in the first place, the unfortunate event would never have occurred. **By May three battalions had been recruited under Colonel Garnet Wolseley,** and were on their way to Collingwood, the eastern point of departure. Portages had to be travelled over under heavy loads, rivers had to be spanned, roads had to be made passable, and in the hot summer through the wilderness, the plague of mosquitoes and other insects had to be met. It was August before they reached their destination.

#### WOLSELEY AT FORT GARRY

There was some uncertainty whether Riel would offer resistance, so they had to be ready for any emergency. They camped near Kildonan, and rested a few hours. Then preceded by skirmishes and followed by a rear-guard, a little

force drew near Fort Garry. There was no sign of occupation, no flag on the flag-staff, no men upon the walls; no sign of defence or resistance anywhere. The south gate looking on the Assiniboine was open. **Riel had fled.**

At the head of his troops, Colonel Wolseley marched in, the Union Jack was hoisted, a royal salute was fired and three cheers given for the Queen, in which a number of the residents assembled then joined. Thus was the "errand of peace" accomplished without firing a shot.

#### THE CANADIAN GOVERNMENT IS ESTABLISHED ON THE RED RIVER

On May 9th the Canadian Government had finally paid over the 300,000 pounds to the Hudson's Bay Company and the Imperial Government had transferred the Northwest to Canada. On May 12th **The Manitoba Act** had passed the Canadian parliament complying with most of the demands of the Bill of Rights and forming the country of the Assiniboine and Red Rivers into the **Province of Manitoba**. It now remained to set up a provincial government. In the interval between the flight of Riel and the arrival of the new Lieutenant-Governor Archibald, Mr. Donald Smith, the representative of the Hudson's Bay Company, at the request of Colonel Wolseley, acted as Governor and kept order. The troops returned to Canada, a Legislative Assembly was elected as soon as the Governor could make the necessary arrangements and there was begun a new chapter in the history of the Northwest.

#### LESSON 4.

##### THE SASKATCHEWAN REBELLION, 1885

##### SETTLEMENT WEST OF MANITOBA

Colonization of the vast prairie section of Canada, embracing the provinces of Alberta and Saskatchewan, is of recent date. We have already followed the story of the explorers and the traders, their conflicts, their mingling with the Indians, and the contribution they made in opening up the country. Across these mighty plains they had all passed; but before Confederation, and for some time afterwards there were few settlements, except those about the missionary centres or the frontier posts of the traders. In fact it was the **overflow population from Manitoba** that first began to take up land to the west. Even they did not come in very great numbers; there was no **general inrush of people until the Canadian Pacific Railway**, crossing the Red River in 1881 began to push its way towards the setting sun.

##### GOVERNMENT IN THE NORTH-WEST TERRITORIES

Before 1870 the Hudson's Bay Company had been in control of the country and the code of the camp, the hunt, and the trail had been sufficient to meet the situation. But when that power was withdrawn something had to be found to replace it. So, in 1873, the first **North-West Council** was

provided to act with the Lieutenant-Governor of Manitoba in the government of the Territories. One of the first acts of this council was to **prohibit the manufacture, importation and sale of strong drink in the Territories**. Two years later the Territories were given a Lieutenant-Governor of their own. In the next few years frequent changes were made in the system of government. The capital was removed from Battleford to Regina; and in 1885 the council was replaced by a Legislative Assembly to be elected by the people. Before this, however, had occurred the second Riel Rebellion.

#### EARLY DIFFICULTIES WITH THE INDIANS

For the most part, the Council had maintained friendly relations with the Indians. One of their acts, however, caused trouble, that was **a law to prevent the extermination of the buffalo**. The Indians did not understand the purpose of the Act and feared that they would be cut off from their supply of food. The half-breeds and Sitting Bull, the Sioux chief, did their best to stir up the Blackfeet; but two elements prevented outbreak. One was the Mounted Police, which had been organized in 1873; the other was Governor Laird, who by kindness and firmness, succeeded in satisfying the tribes by making treaties with them, through their chief, Crowfoot.

#### CAUSES OF REBELLION—DELAY IN RECOGNIZING THE HALF-BREEDS' RIGHTS

Under the Manitoba Act of 1870, a large area of the new province was set apart for the half-breeds, each family receiving a scrip for 160 acres apiece. At the time the census was taken many Red River half-breeds were absent or resident in the Territories and were not included; their rights, however, were as binding as those of their brothers in Manitoba. **Nothing was done by the Dominion Government to provide the half-breeds in the Territories with lands**, they knew that the buffalo would soon fail them as a source of food and they feared they would be destitute.

#### THE SURVEYORS

As had been the case on the Red River, surveyors with their strange instruments were marking off the lands on the Saskatchewan River into **rectangular sections**, ignoring the half-breed preference for long narrow strips fronting on the river.

#### THEIR PROTESTS ARE IGNORED

Between 1873-1885, **protests** signed by hundreds of half-breeds from all over the country kept pouring into the officials at Ottawa. These were backed by letters from private citizens, public officials, prominent heads of the different churches, officers of the Mounted Police, and agents on the Indian Reserves. All warned the Government that the danger of a half-breed rising was hourly increasing, **yet nothing was done**.



## THE REBELLION—RIEL RETURNS

It is doubtful if the discontent would ever have burst into active rebellion had not the agitators sent a deputation of four men to ask Louis Riel, who since his escape from the Red River had been teaching school in Montana, to come and lead them in their struggle. He returned with the deputation, reaching Batoche on July 1st, 1884.

## RIEL ROUSES THE INDIANS

The rebel chief openly separated himself from the Church of Rome, and such was his influence over the French half-breeds that he drew them from their allegiance to their priests, who opposed rebellion. He sent **runners amongst the Indians and urged a general uprising of the tribes**, assuring them that the government could be easily overthrown and that the whole country would be theirs again. This is hard to forgive, for the Indians were satisfied on the reserves; but the savage instinct was still strong in them and to let them loose on defenceless homes, with all the horrors of the scalping-knife, is hard to justify.

## THE CLASH

The first actual clash came on March 26th, 1885. Major Crozier of the Mounted Police, with a small force went out from Carlton to **Duck Lake** to support teams that had gone forward to bring in some government supplies. They were met by a much larger force of half-breeds and Indians. Shots were fired, and before the skirmish ended Crozier's men had suffered heavily.

## TROOPS FROM CANADA

The Duck Lake episode had the same effect on Canada as had the murder of Thomas Scott, larger numbers than could be used volunteered from all over Canada, and soon were hurrying westward to the scene of action.

When **General Middleton** reached Saskatchewan with his troops he found that the situation, briefly, was this: Riel was on the South Saskatchewan near Batoche. Chief Poundmaker and his Indians were threatening Battleford. Chief Big Bear and his band had massacred nine people at the Frog Lake Reserve and were on a pillaging and murdering expedition that threatened Fort Pitt, near Edmonton. **The great danger was the possibility of a general rising of the Indians.** In the two provinces, of a population of about twenty-seven thousand, over half were Indians. Had they all responded to a call to war few of the settlers would have lived to tell the tale.

Middleton's plan was as follows: He, with the principal column, was to advance north from Qu'Apple to Clark's Crossing, about forty miles from Batoche. He was to be joined then by Colonel Otter, coming north from Swift Current. Together they should take Batoche, then separate, one proceeding to Prince Albert, the other to Battleford. Mean-

while the third column, under General Strange, was to subdue the Indians about Calgary, march north to Edmonton, and down the North Saskatchewan to Fort Pitt. There Middleton hoped to meet him.

#### THE END OF THE STRUGGLE

The plan was in every way successful. Riel was captured at Batoche and sent to Regina for trial. Poundmaker surrendered at Battleford, Big Bear at Fort Pitt, and the struggle was over.

#### THE SETTLEMENT

As to the fate of the rebels, several Indians who had committed murder were hanged, while Big Bear and Poundmaker were imprisoned for a term but were released when their health had broken. Riel was tried in Regina and condemned to death. The claims of the half-breeds were carefully investigated and they were given the long-delayed titles to their lands.

After the suppression of the rebellion and the completion of the Canadian Pacific Railway, the North-West Territories grew rapidly. Thousands of men who had campaigned as soldiers became, when they returned home, good immigration agents for the vast prairies over which they had marched. Over the trail by which General Strange's men had made their difficult journey to Edmonton, a railway was built. Along the line of steel towns sprang up and the land of the explorer and trader became the new Land of Promise for the agriculturist and the man of business.

(Note.—In teaching the Saskatchewan Rebellion, an outline map should be drawn on the blackboard indicating the advance of the three columns of the army under General Middleton.)

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## Composition—Grade VI.

By A. J. Watson, B.A., Supt. of Schools, Lethbridge

### FEBRUARY OUTLINE

(15 Lessons; 32 Exercises)

- Lesson 78—Paragraph Study—Connecting Links Between Sentences (Continued).  
Lesson 79—Supplying Suitable Connecting Words.  
Lesson 80—Oral Preparation; Essay—The Junior Red Cross.  
Lesson 81—Review—Grammar.  
Lesson 82—Plurals—Nouns, Pronouns.  
Lesson 83—Direct Narration.  
Lesson 84—The Writing of Friendly and Business Letters.  
Lesson 85—Oral Preparation; Essay—The Spanish Armada.  
Lesson 86—Repetition of Words—Synonyms.  
Lesson 87—Review—Use of Difficult Words.  
Lesson 88—Pronunciation and Vocabulary Practice.  
Lesson 89—Correct Use of Words.  
Lesson 90—Correction of Errors.  
Lesson 91—Abbreviations.  
Lesson 92—Oral Preparation; Essay—Original—Our Valentine Party.

### LESSON 78

#### PARAGRAPH STUDY—CONNECTING LINKS BETWEEN SENTENCES (CONTINUED)

(Review the first two lessons of January, Grade VI.)

All the sentences in a paragraph must refer in one manner or another to the general topic, and we have found that it is necessary to keep the sentences themselves closely connected with each other. Many words, phrases and expressions are used to keep this relation as close as possible. We have already learned the use of several such words and especially expressions that indicate "time". Such expressions bridge the gap between sentences. There is, however, always a constant danger that each period may cause a break, and no matter how small such a break may be it is desirable to bridge it by a word or expression that **refers directly back** to the preceding sentence or **directly forward** to the following one. It is evident that such expressions may be quite different from the words in the sentence that refer to the topic sentence, or from those that keep up the tone of the paragraph, and also different from the sentence helpers studied in Grade V. These expressions are frequently of such a nature that they are not actually required to complete the sentence itself but are words added to act

as a **connecting link between** the sentences. They are like the mortar that is put between bricks to hold them together. Mortar does not belong to the brick but it holds it tighter to the next one. Common connecting words or expressions are—then, so, afterwards, at length, however, besides this, moreover, at last, next, in a little while, since then, this, that, etc.

There are very many such phrases. Each pupil should keep a list, though it is impossible to make a complete one. Some people are inclined to use the same expressions continually but by doing so spoil the paragraph. It is much better to change them and to endeavor not to use the same one twice in one paragraph.

Observe the following paragraph:—

“Suddenly Tom heard the strangest noise up the stream. He looked up the water. **There** he saw a sight as strange as the noise; a great ball rolling over and over down the stream. **Yet** it was not a ball. **For sometimes** it broke up **and then** it joined again. **All the while** the noise came out of it louder and louder.”

The underlined expressions join the sentences closely together. Each of them bridges the period immediately preceding and makes it lose some of its tendency to cause a break in the paragraph.

In the following paragraphs select the expressions that join the sentences together in a manner similar to that shown. How many of them are time expressions? What is the force or value of each of the others? Write each paragraph **without** the connecting links. Read the result aloud and compare it with the original paragraph. Which expressions look backward? Which look forward? How often is each used in one paragraph? Observe that each connecting link has a definite **meaning**. State just what it is.

#### EXERCISE A.

The ivy marvelled greatly at the strange stories the oak tree told. Frequently they were stories the oak tree had heard the wind whisper to the leaves of his topmost branches. Sometimes the story was about the great ocean in the east. Again it would be about the broad prairies of the west. At other times the ivy heard of the ice king in the north or the flower queen in the south. Then, too, the moon told a story to the oak tree every night, or at least every night that she came to the green-wood. This was very often for the green-wood is a charming spot, as we all know. So the oak tree repeated to the ivy every story the moon told and every song the stars sang.

#### EXERCISE B.

As the weather continued severely cold, I made my two men sleep on the same skin with myslef, one on each side. This arrangement was not only particularly beneficial to myself but increased the comfort of all. At the



usual hour in the morning, we attempted to rise, but found a foot of snow had fallen on our bed. In this situation we remained till daybreak, when, with much exertion, we collected fresh fuel for our fire. Proceeding on our journey, we found that we could no longer use our sledges on account of the newly fallen snow, and we were compelled to carry our provisions on our backs. Unfortunately, we did not have very many of them, though we still had a great distance to go to reach the settlement.

#### EXERCISE C.

On the twentieth day the last remains of our provisions were exhausted. A few days before, I had taken the precaution to conceal a cake of chocolate for such an occasion as this. Towards evening, my men began to lose strength but we, nevertheless, kept on our feet till it was late. When we encamped, I showed them the chocolate and told them it would keep us alive for five days at least. This revived their spirits and I made two gallons of chocolate drink. Being thereby refreshed we slept soundly till morning.

#### EXERCISE D.

It was the most intensely interesting thing to observe the manner in which Mr. Pickwick performed his share in the ceremony. Not only did he anxiously watch the person immediately behind him, but he was in momentary danger of tripping over those ahead. At first he expended himself with painful force. Then he would turn slowly around so that he faced the point from which he started. Nevertheless, his face was wreathed in a playful smile, especially when he completed a successful round. Again, half-doubled over, he would start eagerly after his predecessor, his eyes beaming cheerfulness and gladness through his spectacles. Even when he was knocked down, it was a most invigorating sight to behold him gather up his hat, gloves and handkerchief, and resume his station in the rank with an ardor which nothing could abate.

#### EXERCISE E.

It did not take long to provision the craft, or to arrange other matters. Soon they were surging once more across apparently boundless seas. Three times they came to lands unknown to them, yet not the country of great trees talked of by the old sailors around winter fires. At last it loomed up in reality above the horizon, covered with timber enough to build a city, more than ever was seen close at hand by Northmen before. For days and weeks right lustily swung the axes among them until even the keenest trader was contented with his share of the wealth. At the same time there were not lacking signs that savage neighbors might prove unpleasant as more than one stone headed arrow had whistled past, heralded by the first war whoop ever heard by the ears of white men.

## EXERCISE F.

The floor was covered with thin, flat stones. Half of this floor, at the back part of the hut, was elevated a foot. As a result it served for both bed and seat, being covered with dry grass, over which were spread bear and dog skins. At the corners in front were similar elevations. Under one of these there were some pups with their mother, while under the other was stowed a joint of meat. The front of the hut was square, and through it, above the passageway, opened a window. Over it were sewed together square strips of thin skin which admitted the light. Without doubt, the hut was of the most primitive type. Nevertheless, it appeared to serve well the purpose for which it was constructed.

## LESSON 79

## SUPPLYING SUITABLE CONNECTING WORDS

Apart from observing the use of connecting links it is well for the pupil to practise diligently the use of them in paragraph writing. As a result he will not only form the habit of using them but will gradually learn their value both in further writing of sentences and, most of all, in maintaining a proper order of thought. The connecting links tend to prevent loose statements being inserted in the paragraph, which may disturb the order of time, place or events.

In the following paragraphs choose expressions, whether single words or groups of words, which will complete the paragraph and act as definite connecting links between the sentences. Avoid the use of the same connecting link more than once in a single paragraph.

## EXERCISE A.

The settlement of this contract between parties ignorant of each other's language furnished a scene as curious as it was interesting. — the language employed was Gaelic and broken English, — an Indian jargon and mongrel French with a mixture of signs and gestures. — a bargain was reached but it proved to be a hard one for the emigrants. The Indians — agreed to carry the children and others not able to walk but all the rest had to trudge on foot. — the emigrants had to part with all their treasured goods by way of payment. One man — had to give his gun, an old family piece, that had been carried by his father at the battle of Culloden. One of the women — parted with her marriage ring, the sight of which on her fingers was a temptation to the Indians.

## EXERCISE B.

It seemed to Maggie that she had been running a very great distance. — the green fields came to an end. — she found herself looking through the bars of a gate into a lane with a wide margin of grass on each side of it. — she crept through it and walked on with new spirit. It was

not, —, without a leaping of the heart that she caught sight of a small pair of bare legs by the side of a hillock. It was a boy fast asleep. — it did not occur to her that he was one of her friends, the gypsies, — this was the case, for at the next bend in the lane she really saw the black tent which was to be her refuge. — she saw a tall female figure, doubtless the gypsy mother who provided the tea and groceries.

## EXERCISE C.

There was a great, smooth swell upon the sea. — the wind blew steadily from the south. There were no large waves and the billows rose and fell unbroken. — I must have perished long ago; — it was surprising how easily and securely my boat could ride. —, as I lay at the bottom, I would see a big, blue wave heaving close to me. — my boat would but bounce a little and subside on the other side into the trough. — I began to grow very bold, and sat up to try my skill at paddling. — my movement disturbed the balance of the little boat and it ran its nose straight into the side of the next wave. — I was drenched to the skin and fell back into my old position.

## EXERCISE D.

At length I spied a little cove on the right shore of the creek, to which I guided my raft. — I got so near that, reaching ground with my oar I could thrust her directly in. — I almost dropped all my cargo into the sea again. — the shore lay pretty steep and sloping. Wherever I might land, one end would lie so high that it would endanger my cargo again. — all that I could do was to wait for the tide. — I held the raft near a flat piece of ground over which the tide would rise. — the water began to rise and soon my boat was moored with two oars as anchors. — I lay till the water ebbed again leaving my raft and cargo safe on shore.

## EXERCISE E.

Soon after Arthur had been crowned king of Britain, he was journeying through the land with Merlin, the wise old magician. — they met a knight who challenged the king to combat. — the two fought and the knight wounded Arthur severely. — the king was victorious but he had lost so much blood that he could go no farther. — Merlin took him to a good hermit who healed his wounds in three days. — the king departed with Merlin — they rode along until they came to a lake, large and quiet. — Arthur became aware of three tall women with fair sweet faces standing on the bank.

## EXERCISE F.

At these words Sir Roland was so disappointed that he bit his lip. — he was inclined to reply angrily to the

commander. — he struggled against his feelings and went quietly to look after his duties as guard of the gate. — all the other knights marched out in their flashing armor, their red plumes waving over their heads. — the lord of the castle stopped only to tell Sir Roland to keep guard over the gate until they returned. — he told him that he must not let anyone enter. — they went away into the shadows of the forest and were soon lost to sight. — Sir Roland looked after them thinking how happy he would be if he were on his way to battle with them. — he put this out of his mind and tried to think of pleasanter things. — nothing happened nor did any word come from the battle.

### LESSON 80

#### ORAL PREPARATION FOR ESSAY WRITING

<p style="text-align: center;">Essay Topic <b>THE JUNIOR RED CROSS</b></p>
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The story of the origin and expansion of the Junior Red Cross is of special interest to Canadian pupils. Originating in Eastern Canada it has spread to thirty-six countries and is viewed by them as a distinct Canadian contribution to modern civilization. Its principles of health, patriotic service and good citizenship are vital in the proper education of our boys and girls. As a composition topic it is of special importance due to the increasing practice of interchanging letters and portfolios with children of other nations or other parts of the Empire. After a good discussion and a successful essay on this subject, the class can enter into no more enthusiastic or profitable Composition "Project" than the compiling of a portfolio to send overseas. Try it once and it will become an annual event in your school.

### LESSON 81

#### REVIEW EXERCISES

Underline the subject and predicate.

Pick out the nouns, pronouns, verbs and adjectives.

#### EXERCISE A.

1. A large tear rolled down the rosy cheek of the little child.
2. The good old man gave her a beautiful white flower.
3. In the street they met a company of tall soldiers.
4. On their shoulders were long bright muskets.
5. The weary travellers reached a beautiful spot beside a running brook.
6. After the race they ate a big meal of bread, fruit and milk.
7. I heard you tell a good story yesterday.



8. The noble stranger asked me my name.
9. Down the long street came the sound of drum and fife.
10. After dinner we went out for a long ride in the big car.

## EXERCISE B.

1. Soon they came to a large cat sitting beside the road.
2. My cross mistress gave me to the old boneman.
3. Come with us to the big city.
4. We want to have a good singer with us.
5. At night they came to a black forest.
6. The old rooster perched on the top of a tall tree.
7. The cat found a good place on the long branches.
8. Then he told his friends about a bright light.
9. At last she thought of a good plan for them.
10. At a large table I see four robbers.
11. They have bread and meat and many good things.
12. Let us drive them away.

## LESSON 82

## PLURALS—NOUNS AND PRONOUNS

We have learned that nouns are called **singular** when one person or thing is meant, but **plural** when more than one.

Pronouns are also singular or plural.

Thus—**I** is singular, but **we** is plural.

**He** is singular, but **they** is plural.

**You** may be either singular or plural.

When we change the noun or pronoun from singular to plural in a sentence we often have to change the verb as well.

Thus—The **man is** going down the street.

(but) The **men are** going down the street.

**I am** tired of **my** lessons.

(but) **We are** tired of **our** lessons.

## EXERCISE A.

Write the plurals for:

I, child, she, mouse, it, my, his, thief, you, foot, me, her, valley, fox.

## EXERCISE B.

Change these sentences to the plural (i.e. to mean more than one in each case).

1. The man gave me a pencil.
2. Does the child see the bright leaf on the tree?
3. My brother holds him by the shoulder.
4. He saw a little girl running towards him.
5. I caught him by the foot.
6. "I shall sleep there," she cried.
7. She goes into the hut to prepare the lunch.
8. Cried he, "It is the Inchcape Rock."
9. "It is a fine horse," I said. "Will you let me have a ride on him?"
10. Does the fly hide in the wall at night?

## LESSON 83

### DIRECT NARRATION

Review carefully the lessons and exercises outlined for Grade V. in Direct Narration for the months of October and November.

### EXERCISE A.

Divide the following into suitable paragraphs and punctuate carefully using capitals where necessary.

The sudden joy was almost painful and before her father reached her she was sobbing great was mr tulliver's wonder for he had made a round from basset and had not yet been home -why what's the meaning of this he said checking his horse while maggie slipped from the donkey and ran to her father's stirrup-the little miss lost herself i reckon said the gypsy she'd come to our tent at the far end of dunlow lane and i was bringing her where she said her home was it's a good way to come after being on the tramp all day oh yes father he's been very good to bring me home said maggie a very kind good man here then my man said mr tulliver taking out five shillings.it's the best day's work you ever did i couldn't afford to lose the little lass here lift her up before me why maggie how's this how's this he said as they rode along while she laid her head against her father and sobbed,how came you to be rambling about and lose yourself,oh father sobbed maggie i ran away because i was so unhappy tom was so angry with me,i couldn't bear it pooh pooh said mr tulliver soothingly you mustn't think of running away from father what would father do without his little lass oh no i never shall again father never mr tulliver spoke his mind very strongly when he reached home that evening and the effect was seen in the fact that maggie never heard one reproach from her mother or one taunt from tom about this foolish business of her running away to the gypsies.

## LESSON 84

### WRITING OF FRIENDLY AND BUSINESS LETTERS

Review Grade V. lessons and exercises as outlined for the months of March and April.

Paragraphing is not as necessary in letter writing as in essays and compositions, but care in regard to it improves the appearance and style of your letter. Statements, especially in friendly letters, are naturally more disjointed than in essay work, but frequently the news given in a letter can be advantageously arranged in short paragraphs. In business letters, paragraphing is as essential as in regular compositions. It is well to remember that the appearance of a letter adds greatly to the influence of the argument used. Needless to say, punctuation, especially in business letters is of primary importance. Many a position is lost owing to a poorly arranged and poorly punctuated application.

## EXERCISE A.

Write letters to different people telling each one about one of the following. Supply names and dates.

1. The School Inspector's Visit.
2. How I Earn My Spending Money.
3. An Interesting History Lesson.
4. Our Recess Games.
5. A Motor Trip to the Country.

## EXERCISE B.

Write the following business letters:—

1. An application for the position of clerk in a grocery store.
2. You wish to spend a month at Banff. Write to a real estate agent there asking for particulars as to cottages, camping grounds, prices, etc.
3. Send an order to a book store for a list of school supplies needed in Grade VI.
4. You have several singing canaries to sell. Write a reply to a buyer who has been inquiring about them.
5. You ordered a bicycle but the one sent you was not the one ordered. Write to a firm explaining this and requesting a satisfactory arrangement.

## LESSON 85

## ORAL PREPARATION FOR ESSAY WRITING

**Essay Topic**  
**THE SPANISH ARMADA**

The story of the Armada is one of the most thrilling in all British history. The power, the boasting, the pomp and the magnificent equipment of the Spaniards form a distinct contrast with the lack of ships, men, money and even ammunition on the part of the English. Emphasis should be placed upon the superior leadership, the magnificent bravery and the expert skill in seamanship which gave the English the final victory. The account of the Armada is one of the outstanding stories of heroic patriotism and may be used to good advantage in arousing enthusiasm and loyal fervor for the honor and safety of our Empire. A thorough oral discussion of the reasons for the expedition, the battle itself, and the outstanding results, should precede the writing of the essay.

Always make a plan before writing.

## LESSON 86

## REPETITION OF WORDS—VALUE AND USE OF SYNONYMS

Many sentences are weakened and spoiled by repeating the same word or expression too frequently. Several exercises have already been presented for correction or improvement, but constant, watchful care and practice are required

to prevent the bad habit of repetition of words. To avoid this, one of the easiest and most common practices is the use of **synonyms**. A synonym is simply a word which is similar in meaning to another but has a different sound. Thus—

do, perform, act, accomplish—are each very similar in meaning though quite different in sound. So instead of saying—

How **do** you **do** that difficult trick?

We may say—

How **do** you **perform** that difficult trick?

#### EXERCISE A.

Learn at least two synonyms for each of the following words. Write sentences showing the proper meaning of the words chosen.

leave, hate, stay, consent, accept, think, action, choose, affirm, clever, pain, always, surprise, applaud, difficult, arrest, reach, ascend, inquire, appearance, help, try, dress, avoid.

#### EXERCISE B.

In each sentence endeavor to replace the word repeated by using a synonym.

1. There were many good bargains at the bargain-counter.
2. Did they catch the robbers who robbed the bank yesterday?
3. A candid man is candid with friends or foes.
4. The butcher chops the pork chops with a sharp knife.
5. The defeated candidate was defeated by a large majority.
6. It is difficult to do those difficult questions.
7. The happy children sang many happy songs at the concert.
8. He was forced to force the lock of the trunk.
9. That woman dresses her children in peculiar dresses.
10. The gas heater throws out great heat.

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**LESSON 87**

## REVIEW—USE OF DIFFICULT WORDS

## EXERCISE A.

Select the proper word in brackets to complete the sentence.

1. The number of pencils (is, are) twelve.
2. How did the rain (effect, affect) the roads?
3. This question is different (from, than, to) the last one.
4. He has (laid, lain) the book on the desk.
5. Was the teacher angry (at, with) the boy?
6. There (is, are) some old papers in that basket.
7. How many pencils (does, do) you need?
8. They said we (was, were) there yesterday.
9. How long did you (set, sit) on the bridge?
10. The teacher would not (except, accept) my answer.

**LESSON 88**

## VOCABULARY, PRONUNCIATION AND DICTIONARY PRACTICE

Pronounce, find the meaning, mark the accent, and use any ten words correctly in sentences.

(Selected from "The Burning of Moscow")

## EXERCISE A.

exercise  
solitude  
domes  
meagre  
unparalleled  
magnificence  
calamity  
Kremlin  
exertions  
incessant  
responsibility

## EXERCISE B.

desolation  
conflagration  
fatigue  
convulsively  
reluctantly  
suffocated  
spectacle  
inconceivable  
indescribable  
pillage  
foreboding

## EXERCISE C.

terrific  
obstacles  
alternately  
elevating  
artillery  
canopy  
besought  
hurricane  
betokened  
ancient  
squadrons

**LESSON 89**

## CORRECT USE OF WORDS

## EXERCISE A.

Use each word correctly in a sentence:—  
boulder, bolder, sears, seers, bean, been, bow, bough, custom, costume, canaries, canneries, patients, patience, scared, scared, bandit, banded.

## EXERCISE B.

Use each word correctly in a sentence:—  
gamble, gambol, Briton, Britain, attach, attack, register, registrar, draught, draft, breath, breathe, zephyr, cipher, presents, presence.

**LESSON 90****CORRECTION OF ERRORS**

Correct the following errors:—

1. Nobody won't know their lessons if we don't learn them good.
2. I think there is some nuts in them trees.
3. He ain't going to school no more.
4. Wouldn't it of been a swell joke if we had of told him we wasn't there.
5. The teacher learned us how to play a awful nice game.
6. It won't work to try that game on Jim.
7. I'll be there if I can make it in time, but don't youse wait on me.
8. Many's the time I've tried for to get a prize jumping.
9. Make that dog lay down in his own corner.
10. Would Charlie except the present what you got him?

**LESSON 91**

Write the following abbreviations in full and use correctly in sentences:—

acc., A.D.C., advt., e.g., Ala., anon., asst., Brit., B.Sc., C.B.

**LESSON 92****ORAL PREPARATION FOR ESSAY WRITING**

**Essay Topic—Original**  
**OUR VALENTINE PARTY**

This topic affords a good opportunity for an attempt at descriptive writing. The children should endeavor to form a mental picture of the appearance of the rooms when decorated, and the first paragraph should be devoted almost entirely to the reproduction of this picture. The oral discussion should deal with the kind of decorations to be used, the necessity of having a definite plan in mind before starting and the suitability of arrangement. Description will also enter largely into the account given of the kind of invitations issued, the costumes worn, the food served and the favors distributed. The story of the party itself will be made more interesting if an effort is made to introduce conversation into the account.

Always make a plan before writing.

**PICTURES FOR THE CLASSROOM**

Write for Particulars

**THE ART LEAGUE**

10348 Jasper Avenue

Edmonton, Alta.

## Nature Study—Grade VI.

### THE FOUR BASIC FACTS (Continued)

#### C.—HEAT

**The Source of Heat.** — The heat that warms the great world out of doors comes to us from the sun. When the sun is highest up in the sky the heat is most intense. Thus the heat is greatest at mid-day of any time during the day, and at midsummer we have the hottest weather of the year, since the sun rises highest in the sky at such times.

Our heat for cooking and for heating houses comes from burning fuel. This heat, however, is indirectly derived from the sun, because it was the heat of the sun which made the plants grow which we use as fuel. Even the heat of coal fires is derived from the sun, since coal-beds are formed from the trees of forests which grew long ago and stored up the sun's heat, then became bedded in swamps, and are now dug up in mines by us to be used as fuel to provide us with heat. Even the heat from the electric iron, or electric toaster can be traced back to the sun as its source, because it is the sun which raises from the sea the clouds of vapor which feed the rivers with rain and snow, and on these rivers the power-plants are placed which supply us with electricity. All the heat on the earth is derived in the first place from the sun. (See Scientific American, January, 1927.)

**Ways of Producing Heat.**—The following simple experiments should be attempted by the pupil:—

1. To show that friction produces heat: Rub a pen-handle vigorously on the coat sleeve and observe how it becomes heated. Note the heat developed when we file or grind on an emery stone a piece of iron or brass. Bore with an auger into hardwood and note how the auger becomes hot. Perhaps some pupil can make a fire without matches in the Indian fashion by friction between two pieces of hardwood.

2. To show that hammering a piece of metal causes it to become heated: Place a piece of lead on a hard surface such as an anvil or railroad iron and flatten it out with a hammer. A piece of soft iron when hammered in the same way also becomes heated.

3. Animals and birds are warm-blooded. By means of their body heat, hens and other birds hatch their young. The temperature of the human body remains at 98 degrees no matter how cold the weather may be. Test the body temperature by placing a clinical thermometer in the mouth for a few minutes.

**Expansion Caused by Heat.**—Almost all materials become somewhat larger when heated than when they are

cool. The following observations and experiments will direct the pupil's attention to some everyday instances of this fact:—

1. Air expands when heated. An inflated tire is liable to explode when left standing in the hot sun. If a bottle or flask containing air is held mouth downward over water in a basin, and heat applied to it with a match or candle to heat the air within, bubbles of air will be seen to pass out. If now the flask is cooled by pouring cold water on it and the air within thereby cooled also, water is seen to rise in the flask, showing that cooling gases causes them to take up less space, or causes them to contract.

2. Liquids expand when heated. A thermometer illustrates this. The liquid in the bulb, whether alcohol or mercury, rises when the bulb is heated and is lowered when the bulb is cooled. If the pupil will take a bottle with perforated cork in which is placed a glass tube, and fill it with water, and then heat it over an alcohol flame or over a stove, the water will be seen to rise in the tube above the cork as a result of expansion owing to the heat.

3. Solids expand when heated. Railroad irons must not be laid too closely end to end, otherwise expansion of the iron on the hot days of summer will throw the rails out of their place. Similarly long steel bridges must be built with allowance made for expansion in hot weather and shrinkage in cool weather. The telephone wires sag between the poles in summer and tighten up in winter. The screw-top of a sealer of fruit, if too tight to be removed, may be expanded and loosened by inverting the jar with the top in hot water for a moment. Wagon tires are tightened on the rims by first heating them, then placing them over the wheel, and then cooling them so that they tighten by contraction.

**The Effect of the Absence of Heat.**—There is really no such thing as "cold", and when we say that "the cold is coming in through the open window", or that "the frost is getting into the cellar", what is happening is that some heat has been lost and so the temperature or degree of heat is lowered. We try by means of clothing or coverings to keep heat in, rather than keep cold out in the winter months. Cold is therefore due to the partial loss of heat, and there is always some heat even in the coldest objects.

The effect of extreme cold on water is that it forms ice. This happens when the temperature is 32 degrees Fahrenheit if the water is pure, and therefore 32 degrees F. is called "freezing point" of water. Many substances in nature contain water in the cells of which they are composed. Such are vegetables, as onions or carrots; fruits, as oranges and apples, and a variety of other substances, as meat, milk, and green plants. When these are allowed to freeze the water in them turns to ice and great harm usually results. Green plants when frozen die, frozen potatoes are useless as food,



and the quality of meat, milk, or fruit is lowered by freezing.

**Importance of Heat to Animals and Plants.** — Plants, especially, depend on the heat of the sun for life and growth. In summer growth is rapid, in winter there is no growth, and many plants die. Plants grow to greatest size and most rapidly in warm countries.

Animals have warmth within themselves and are not so much affected by heat and cold as plants. They depend on plants for their food, however, and thus wherever the climate is very cold, animals and birds are few in number. It is so with people also; population is most dense in tropical countries where the food supply is most easily obtained, and where it is no trouble to keep warm.

**How Plants and Animals are Protected Against Cold.** — When winter comes, the leaves of all the plants except the evergreens have fallen off. The leaves covering the ground as well as the snow of winter affords some protection to the roots of the plant, preventing severe and deep freezing. The new growth of wood underneath the bark becomes hard and woody before winter comes, and the frost does no harm. Some plants die when the frosts come, but they leave behind seeds which carry on the life of the plant during the next season. Many plants, such as our perennial flowers, die down in the autumn to the level of the ground, but the underground portion remains alive and grows up again when summer comes.

Animals grow a heavier coat of hair or fur on the approach of winter. When spring comes this is shed, and the summer coat which takes its place is lighter. The winter coats of the rabbit and weasel are white in color so that the animals may not be easily seen by their enemies. Some animals stay in their den all winter. They are said to "hibernate". Examples are the bear, badger, and chipmunk. Many wild creatures store up food for the winter. Such are mice, squirrels, beavers, and muskrats. Birds leave the country altogether on the approach of cold weather. This may be partly on account of the lack of food, and partly on account of the cold.

**How We Adapt Ourselves for Winter.** — In Alberta the winters are cold, but the summers are favorable for work outdoors and for the growing of crops. Under these conditions we are able to produce the best wheat, oats, and barley, and also the best types of farm stock. Barns are necessary on the farm to house the poultry and most of the stock, and for convenience in feeding them in the cold weather. People here are required to dress more warmly than would be required in southern climates, and for winter, woollens and furs are used. Also provision is made for heating our houses by means of furnaces or stoves, and a stock of fuel is kept on hand, either coal or wood. While autos are used throughout the winter, other wheeled vehicles are put aside, and sleighs are used by farmers and others for

hauling materials. This is an advantage because of the larger loads that may thus be hauled, and the coming of snow is looked upon as a help to business and industry.

### **The Use of Heat in Doing Work—**

(1) Steam engines are used for drawing cars, on railroads, for threshing, and for factories.

(2) Steamships carry freight and passengers across the oceans, and on the lakes and rivers.

(3) Power plants, where electricity is generated, to light the streets and homes, are operated by steam or gasoline engines.

(4) The water supply in cities in many cases comes from pumps driven by steam.

(5) Steam is used as the source of power for getting the coal or ore out of mines.

(6) Automobiles and tractors depend on the burning of gasoline for their power.

### **QUESTIONS**

1. What is the source of all heat? When is the sun hottest during the day, when is it hottest during the year, and where on the surface of the earth is the heat of the sun greatest? What are the reasons for these facts? In what sense is it true that the heat from a coal or wood fire is derived from the sun?
2. Describe simple ways of showing that friction causes heat. Also show that hammering a metal makes it hot. What is the natural temperature of the body? When may it become hotter, and what is the effect?
3. What facts go to show that metals expand when heated? Show how this applies to steel bridges, automobile pistons, tightness of tlephone wires and wire fencing.
4. How would you show that liquids expand when heated? What is the principle of the thermometer?
5. How may it be shown that air expands when heated?
6. What is "cold"? At what temperature does ice form? At what temperature does it melt? What is the effect of frost on watery vegetables?
7. What is the effect of cold on plants? Why are animals less affected by severe cold than plants are? Why are animals and people more numerous in warm climates than in very cold ones?
8. How are plants in natural conditions protected against the cold of winter? How are each of these specially protected for the winter season: Prairie chicken, rabbit, coyote, mink, weasel, poultry, horses?
9. Discuss whether snow is an advantage to us in winter or a hindrance. How are cattle cared for in winter in the matter of food and shelter? How do people prepare their houses for the winter? How does clothing vary between winter and summer?
10. Name instances of power developed by means of heat.

## History and Civics—Grade VII.

R. J. Scott, Principal of Mackay Avenue School, Edmonton

### LESSON IX.

#### ENGLAND IN STUART TIMES (Continued)

#### THE UNION OF ENGLAND AND SCOTLAND

1. **Events Leading to the Union.**—On the accession of James I. to the throne in 1603 both kingdoms came under the rule of one sovereign. The Union Jack was adopted as the flag of the two countries, and James was styled King of Great Britain. James proposed a union of the parliaments of the two countries but this was not favorably received in England. A hundred years later, however, in the reign of Anne, English statesmen began to be alarmed at the state of feeling in Scotland hostile to England. There were two main causes of this feeling. One was the failure of the Scotch settlement at Darien which failure was said by the Scots to be due to English hostility. The second was the decline of Scottish industry owing to the Navigation Laws of 1660, which excluded the Scots from the trade with the English colonies. The Act of Security of the Scottish parliament in 1702 provided that after Anne's death they should have a sovereign different from that of England. It became the policy of the English government now to bring about the union of the two countries. Commissioners were appointed by each country to draw up terms of a Treaty of Union, and this, when adopted by parliament, became the Act of Union of 1707.

2. **Terms of the Union.**—The two kingdoms were united under the name of Great Britain. The Scottish parliament was abolished, and in its place Scotland sent 45 members to the English House of Commons and 16 elected peers to the Lords. Trade was to be free between the two countries and the Scots had thus access to the colonial trade of England. The Scots kept their own established church, the Presbyterian, and their own peculiar laws and courts. Citizens of one country were to be also citizens of the other.

3. **Results of the Union.**—The success of the union may be attributed to the fact that the two countries were similar in race, religion, language, and political ideals. Some credit must also be given to the spirit of compromise following the union, shown by the leading men of both countries. In Scotland some lingering hostility to the union remained, and broke out in the disturbances of the Jacobite Rebellions of 1715 and 1745 and the Porteous Riot of 1736 in Edinburgh. As industries and commerce increased, however, the discontent disappeared, and the Scots took a large share

in the development of the empire in the eighteenth and nineteenth centuries.

### THE BANK OF ENGLAND—THE CREDIT SYSTEM

1. **The Growing Need of Such a System.**—About the time of the reign of Queen Anne England had become a great industrial and commercial nation. Under the conditions of expansion and prosperity which prevailed, some men had more money than they knew how to make use of, and were looking for some safe means of investing it. At the same time men engaged in commercial pursuits were desirous of borrowing money to take care of their expanding business. This latter class of "traders" or "middlemen" make their profits by taking the goods from the hands of the producer and selling them to the consumer. The need of an institution which should be responsible for the loaning of money to the traders and at the same time guarantee the security of the funds left in their hands, gave rise at this time to the modern banks and the credit system which have since become universal.

2. **The National Debt.**—Another reason for the need that arose for a national banking service was the heavy expenditures of William III. in connection with the wars with France, and the consequent desire to borrow money for this purpose. In previous reigns the goldsmiths had loaned money to the kings, and had received money for investment from private persons, but confidence in this system was shaken when Charles II. refused to pay back to the goldsmiths what he owed, and owing to this the savings of many people were lost.

Montague, Chancellor of the Exchequer under William III., proposed to raise loans on the security of both the king and government, and to pledge certain revenues to defray the interest. The holders of shares in the loan could thus be sure of their interest, while the principal might be recovered by selling their shares, if they so desired. Thus arose the National Debt which has grown to an enormous sum, particularly during the Great War. The loans of the government have been negotiated through the Bank of England, which was chartered in 1694 for that purpose.

3. **The Bank of England.**—The proposal that a bank be chartered by Act of Parliament for the purpose of issuing loans to the government and others, and for receiving deposits from people with money to invest, was made in the reign of William III. by a Scotchman by the name of Patterson. His company received a charter in 1694 empowering it to receive deposits, to issue banknotes on government security, to lend money at interest, and to loan funds on security being taken. Thus the pressing needs of the king in connection with the war with France were met with loans through the bank, while funds left by people with the bank were made secure. The business of the Bank of England



has grown with the expansion of the commerce and Empire of England, and it remains today, probably the world's strongest financial institution.

### IMPROVEMENT IN AGRICULTURE UNDER THE STUARTS

1. Three features of the development of Agriculture in this period are noteworthy: (1) The growing of root crops, (2) The drainage projects, (3) The increase in scientific study of agriculture, as shown by the writing of treatises on the subject.

Vegetables, such as turnips and carrots, were first generally grown in England after the Flemish and Dutch refugees came to the country in the time of Elizabeth. The immigrants had grown them in gardens as food for themselves, and in market gardens they had supplied them in increasing quantities to the people of the cities. Turnips were grown now also to provide succulent food for cattle during the winter months. Thus for the first time winter fattening of cattle became customary, and fresh meat was on sale the year around.

Certain districts north of London were originally swamps or "fens". Owing to the nearness to a good market it was desirable that this land should be brought under cultivation. The drawbacks of farming in such districts were, that a great deal of the land was too wet for cultivation, cattle were attacked with a disease known as hoof-rot if turned out on wet land, and the land was difficult to work and produced poor crops. The Duke of Bedford drained large areas on his estates during the Commonwealth period. The result was a vast tract of what is today the richest agricultural land in England was made to produce good crops, and the raising of cattle, sheep, and horses was carried on with fewer handicaps.

The science of farming became a matter of study. The addition of lime and marl to sandy soils, and the study of the effect of different fertilizers marked the progress made at this time. The result of the advances in farming methods was, that the growing population of the country was fed without the necessity of importing wheat or other farm produce from abroad.

### QUESTIONS

1. How was the Union of England and Scotland made easier after 1603? What was James I.'s claim to the throne? Why was Union desired by the English government in Anne's reign? What would have been the result probably if it had not been brought about?
2. Give the terms of the Act of Union. Give the date. What were the chief gains of the Scots? What did they

give up? Why has it been a success? What disturbances threatened to break up the union?

3. Discuss two reasons for the need of a government bank in William's time.
4. Describe the improvements in agriculture taking place about this time.

#### LESSON X.

### ENGLAND IN THE EIGHTEENTH CENTURY

1. **The Jacobite Rebellions.**—By the Act of Settlement of 1701 the Parliament of England decided that the crown should not go to the nearest heir to the throne after the death of Anne, namely, to her half-brother James, called the "Pretender". The objection to James was that he was firm in his adherence to the Catholic faith. The crown passed to a second-cousin of Anne's, George, the Elector of Hanover. There were still supporters of the Pretender in the country, particularly in Scotland, where the Union was not popular with all classes. These supporters of James, known as Jacobites, twice rose in rebellion in favor of the Pretender. In the rising of 1715 they were defeated at Sheriffmuir. In the second rebellion, that of 1745, they were successful at first, led by Charles Edward, son of the old Pretender, but the Highlanders who made up his army were at length routed at Culloden Moor, and their leader escaped with difficulty to the continent.

2. **Emigrations of the Highlanders Following the Jacobite Wars.**—The second rebellion had involved chiefly the Scottish Highlands; the rest of Scotland was enjoying prosperity as a result of the Union, which they were not willing to disturb. Following the rebellion, severe measures were employed to punish those who had taken part in it in order to prevent a repetition of such affairs. As a result, for the next hundred years large numbers of the lower classes in Scotland emigrated. Some settled in the American colonies. Some were recruited for the British army and performed notable deeds at Ticonderoga and Quebec, and at a later time, under Wellington in the Peninsula, and at Waterloo (See Byron's "Waterloo".) Numbers took service with the great trading companies, the Hudson Bay, and East India Companies. Nova Scotia, Cape Breton, Eastern Ontario, and the Red River received accessions of Scottish settlers whose descendants today form a large proportion of the population in those areas.

These emigrations were due to several causes, the chief of which were the "Highland Clearances", a condition that arose when the chiefs, after 1745, were given title to the lands, and the clansmen were only tenants. Thus rent had now to be paid and in default the tenant was put off the land. Moreover, the soil of the Highlands was poor while the attractions of the new lands overseas promised better opportunities of making a living.

3. **The South Sea Bubble.**—The South Sea Company had been formed to carry on the trade with South America which arose from the terms of the Peace of Utrecht. By this treaty England was given a monopoly of the slave trade between Africa and the Spanish colonies in America, and the right to send one ship each year to trade with the Spanish colonies by way of Panama. The company prospered, and in 1720 the South Sea Scheme was proposed by the government, whereby the company, in return for the monopoly of the trade, agreed to pay off a large portion of the national debt. People were also allowed to exchange their shares in the debt, which paid a low rate of interest, for shares in the company which were supposed to be about to pay great dividends. Numbers of people made this exchange, and the values of the shares rose enormously. A mania of speculation set in. When the reaction set in, the shares of this and other companies fell rapidly. Numbers of people were reduced to beggary, and great indignation was felt at the King's ministers who had encouraged the speculation, and who in some instances had profited by the gambling in shares. Walpole was called to take charge of the government at this time, having all along opposed the scheme. By his taking back the debts from the Company, and by compelling the restoration of ill-gotten gains on the part of some of the directors, he re-established public confidence.

#### QUESTIONS

1. Who were the Jacobites? Compare the claims of George I. and James the Pretender to the throne. Give the dates of the two rebellions. What were two causes of the rebellion so far as the Scots were concerned? Locate Sheriffmuir, and Culloden Moor. What was the effect of the latter on the Jacobite cause? Who was "Bonnie Prince Charlie"?
2. What changes in the Highlands of Scotland followed the rebellions? How did Pitt enlist the support of the Scots in the English wars? What settlements in America still show the results of Highland settlement at this time? What causes drove them to emigrate?
3. What was the South Sea Scheme? What led people to take shares in the company? Describe the speculation and panic. How was confidence restored?

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## Agriculture A—Grades VII and VIII

### GARDENING

1. **The Value of Vegetables in the Home.**—There is no doubt that our food is tending to become more artificial and that young people need to be urged to adopt a diet more in keeping with nature's laws. Excessive use of canned and cured meats, white bread, white sugar, tea, and other unnatural foods lead to ill-health. The use of fresh vegetables, fresh meat, milk, eggs, and other natural foods obtainable on the farm are not only more wholesome, but also more economical and satisfying.

2. **Reasons Why Each Home Should Have a Vegetable Garden.**—

(a) It is a mistake to think that vegetables can be purchased and that the work spent on a garden is a waste of time. In the first place the value of vegetables depends greatly on their crispness and freshness. Otherwise they become woody and insipid. In the second place commercial varieties are not the best varieties of vegetables; they are, however, the most profitable from the grower's point of view. Then some vegetables purchased from stores or from hawkers are of doubtful origin, the fields in which they grow, notably celery and early lettuce, are manured very heavily under conditions rendering them unclean. The opinion of all authorities is, that the home vegetable gardens are the most profitable pieces of soil in all the community.

(b) The use of vegetables promotes the health of the family. The rough fibre of such foods offsets the effects of fats, pastry, and sweets. Certain mysterious properties of vegetables, especially the leafy parts, and which are known as vitamins, promote purity of the blood, and without them good health is impossible. These vitamins occur also in eggs, milk, whole-wheat bread, fresh fruits, and other natural foods. The mineral content of some vegetables makes them valuable as food, as for example, the iron of spinach.

(c) A garden leads us to a study of things outdoors and gives us an interest in nature. The light exercise of caring for it benefits everyone in the family who takes part. It beautifies the surroundings. There is pleasure in growing and using one's own food.

3. **Planning a Garden.**—It is best to make a diagram on paper of what you propose to put in your garden, to serve as a guide for directing the work through the season. By preparing this plan in the winter months it will prevent mistakes and ensure better results. The plan should show the following:

(a) Plan to have the rows run lengthwise if a horse-cultivator is to be used. On city lots where cultivation is done by hand, cross rows are most convenient. Walks should be provided at the sides and ends only.

(b) Permanent crops such as rhubarb, asparagus, berries, etc., should be located where they will not be interfered with, usually in



rows along the side. The hot-bed and cold-frame should also be similarly placed.

(c) Shelter on the west and north is desirable under Alberta conditions. This shelter may be one planted about the farm buildings consisting of rapid growing trees, or the natural growth of timber or a small poplar or willow bluff will serve the purpose. Located thus, the vegetables will attain earlier and more luxuriant growth, than if the garden-pot is entirely in the open. A high board fence is also a means of providing shelter. Fencing is required, if chickens, or cattle run at large in the vicinity.

(d) A convenient supply of water should be considered. Certain vegetables are greatly benefitted by liberal watering in the dry season. Such are cabbage, cauliflower, celery, and lettuce.

(e) The plans should show the distance of planting in the row and the space between the rows. As most vegetables are grown for use when small and tender they can be grown in rows which are close together. Radishes, lettuce, onions, string beans, carrots, beets, and dwarf peas, may thus be placed in rows a foot apart. Cucumbers, cabbage, winter turnips, corn and potatoes require much more room, and should be placed with rows 30 ~~ounces~~ or more apart.

**4. The Hot-Bed and Cold-Frame.**—A hot-bed is an arrangement for making use of the heat from manure to warm the soil and air about the sprouting seeds and the young plants, during the cold days of early spring. Two things must be understood about the successful operation of hot-beds. The first is that the poison fumes and moisture from the fermenting manure is injurious to the young plant and so ventilation must be provided. The second is, that the manure must be well aired and somewhat damp when put in the bed, and should heat for some time before being used. The frame of the bed should be of boards, and the cover of window-sash, the whole frame being made air-tight; with the windows or frames sloping to the south. Six inches of good garden soil cover the manure. The seeds may be sown in the soil, or sown in "flats" or shallow boxes. Cover the windows with matting till the seeds are sprouted. Ventilate during the day by raising the windows.

The cold-frame is similar to the hot-bed in form and material without the manure. It may be used to "harden off" the young plants taken from the hot-bed, so that by growing for two or three weeks in the cooler place they may be ready to stand the out-door temperatures, when transplanted again to the garden. Cabbage, cauliflower, cucumbers, etc., may be started off by planting the seed in the cold-frame in late April or early May.

**5. Soil Preparation.**—The land chosen for the garden should be one which has been under cultivation for several years and is deeply plowed so as to accommodate the roots of such plants as turnips, carrots, cabbage. A sandy loam having plenty of vegetable material in it is best. The quality of the vegetables grown in such a soil is better than in clay soils. The land should be well fertilized with well-rotted barnyard manure. Preparatory for sowing seed or planting, the surface should be harrowed fine, or in the case of small plots,

raked level and fine, so as to make a good seed-bed. Much seed fails to sprout and is lost where the top-soil is lumpy to any extent.

**6. When to Plant.**—Lettuce may be grown in the hot-bed and be ready by May the first. Radishes and lettuce may be sown in the cold-frame, and a second sowing out-doors later for a succession. Sow radishes in the open in same row with parsnips, corn, etc. They will be used before the other crop interferes with growth and will mark the rows for weeding. Hardy varieties such as dwarf peas, lettuce, and onions may be sown as soon as the frost is out of the ground. Beans, beets, cucumbers, and squash should be delayed till the soil is warm, say, about June first. Turnips, carrots, parsnips, cabbage, and cauliflower are comparatively hardy, and may be sown early or late depending on when the crop is to be used. Potatoes should be planted during the first week in May, for a main crop.

**7. Cultivation of Some of the Main Vegetables.—**

(a) Cabbage and Cauliflower—For early use, the plants must be started in window-box or hot-bed. Before transplanting, harden by leaving the box of plants uncovered for a day or two, outside, free from wind and sun. Set in the soil somewhat deeper than when in the box. In planting, firm the soil about the roots, and then pour water in the hole in which it is placed. Early cabbage and cauliflower must be used as soon as the head is solid, because after this the heads bolt and are then of little value.

(b) Onions.—Onion seed should be sowed early in a rich soil which has been well firmed except at the surface. The growth should be hurried along to avoid "thick-necks". The crop will then mature early and may be dried and stored in September.

(c) Peas are sowed very early and in double rows for convenience in staking the vines, the rows being alternately 6 inches and 30 inches apart. For small home gardens the narrow spacing without staking is almost as satisfactory.

(d) Celery seed is slow to germinate and should be started early in the window-box or hot-bed. When the true leaf appears, the plants should be transplanted to one inch apart. About the middle of May the plants are transferred to a trench the bottom of which contains well-rotted manure covered with rich soil. The plants are placed six inches apart. As the plants grow, the soil of the trench is filled in around the stalks to keep them white and tender. This is known as blanching.

**8. Common Garden Insects and Their Control.**—Alberta gardeners are fortunately not greatly troubled with insect pests. Where they

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do occur, there should not be dependence alone on the use of insect poisons, but attention should also be given to adapting the cultivation so as to avoid the necessity of using expensive and possibly poisonous materials as remedies.

Some insects are not injurious, and certain predacious and parasitic ones are a help to the gardener in combatting insects. Ladybird beetles feed almost entirely on plant lice and scale insects. The Fiery Ground Beetle devours large numbers of cutworms. Caterpillars and grasshoppers are attacked by certain parasitic flies which lay their eggs in the body of the young in which, when hatched, produce young which feed on the bodies of their hosts.

Vigorous plants resist the attack of insects. With the use of good seed, good soil, and good cultivation, therefore, injury from this source may be lessened.

Continuous surface cultivation in the garden destroys the eggs of cutworms, white grubs, and wireworms. A short time spent each evening in the garden stirring the soil about cabbage plants, or sweet peas, with the fingers will usually prevent loss due to cutworms in the early stage of the plant's growth.

Culture in the garden should be such as to destroy all weeds. Lamb's-quarter, mustards, and shepherd's-purse, which are so common in Alberta gardens, are the source from which come the flea beetles which puncture the leaves of radish and turnips early in June. All weeds attract moths which lay the eggs from which cutworms come. The eggs are either laid on the leaves or near the base of the plant in the ground.

9. Insecticides.—By this term is meant any substance which is used as a poison to destroy injurious insects. Two types of insecticides are used; one kind is sprayed or dusted on the leaves to destroy insects that devour the leaves; the other type is sprayed over the insects in order to suffocate them by clogging up their breathing tubes. Thus sucking insects like scale and ~~aphis~~ *plant lice* are destroyed.

The chief insecticides in common use are the following:

(a) Poisoned bran mixture, used for cutworms and grasshoppers. This consists of bran moistened with water to which are added a small quantity of crude molasses and a certain proportion of Paris Green. The mixture, sprinkled about where the mischief is done, will be eaten by the insects in preference to the young plant, and they are thus destroyed.

(b) Kerosene emulsion, used to destroy aphis or plant lice on trees or shrubs. The soap is made into a solution with hot water, and the kerosene is added to make an emulsion. This, diluted with water, is used as a spray wherever the plant lice are found. Whale oil soap is used in the same way for the same purpose.

(c) Tobacco extracts or nicotine. These may be purchased or made at home, and when used as a spray destroy red spider, plant lice, and scale insects, pests which affect house plants.

### QUESTIONS

1. Discuss the value of a vegetable garden from the points of view:  
(a) Economy; (b) Health; (c) Pleasure derived.
2. Plan a garden supposed to be 50x100 feet. Draw it on a scale of  $\frac{1}{8}$  inch to the foot. Mark in the North, East, South, and West sides



as on a map. Make provision for perennials, hot-bed and cold-frame at the south and long side, in a strip 8 feet wide. Surround the remainder with a walk 2 feet wide. Make provision for the following in due proportion: Potatoes occupying about one-half of the space; cabbage, cauliflower, carrots, beans, beets, celery (space 4x16), corn, lettuce, onion, peas, radish, rhubarb, asparagus, spinach, turnip. Show spacing in the rows also in the case of the larger vegetables. Vary this project by planning a garden on some place near the pupil's home, or the school garden.

3. Make a plan showing drawings of the end and top of a hot-bed, 8x4 feet, the end being one foot high at the low edge and 18 inches at the upper edge, scale one inch to the foot.
4. What is the purpose of a hot-bed? When is it begun, and how is it made? What care do the seed and plants require? How are plants hardened and why? Why is watering needed frequently? Why is the glass sometimes whitewashed? What is the advantage of flats?
5. What is the purpose of a cold-frame? Which plants may be started in one, and which may be hardened in one?
6. Name seeds which may be sown quite early provided the ground is in good condition. Name some which must be sown late enough to avoid the last frosts. When should the following be sown in a general way: Corn, potatoes, carrots, peas, beans and celery?
7. Describe the care in planting and cultivation which is recommended for each of the following: Cabbage, cauliflower, radishes, lettuce, peas, beans, celery, turnips, beets, carrots, corn, potatoes.
8. What are briefly four different methods of checking insects injurious to the gardens? What benefit is performed by lady-bird beetles, ground beetles, parasitic flies?
9. What birds should be encouraged for the benefit in this respect?
10. How does thorough cultivation and good farming help to check insects?
11. What is the difference in principle between contact insecticides and poisons for biting insects? Describe a mixture serving the purpose in each case. What insects are thus combatted? What is the use of tobacco solution?

### HOW CANADA WAS FOUND

D. J. DICKIE

One of the first difficulties of the teacher of history is to get the children to realize "a long time ago." Pictures of houses and costumes, stories of ancient ways of doing things, help them to do this. In the stories of the Linton children the author has tried to put the clock back to the age of discovery.

For the rest, the simplest facts of the well-known stories have been put into words easy enough and sentences short enough for the third year child's reading. After word drill on the hard names, the stories have all been used in the third grade as silent or as oral reading.

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